DOCUMENT RESUME

ED 286 406 HE 020 661

TITLE	Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO	ED-87/CONF.007/4
PUB DATE	May 87
NOTE	17p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Comparative Education; *Degrees (Academic); *Evaluation Criteria; Foreign Countries; Geographic Regions; Graduate Study; *Graduation Requirements; *Higher Education; *International Educational Exchange; International Organizations; Standards; Undergraduate Study
IDENTIFIERS	*International Standard Classificaton of Education

ABSTRACT

Issues and suggestions regarding the use of comparable data on higher education in the European Region are reported, based on a meeting sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The International Standard Classification of Education (ISCED) was developed to facilitate the comparability of national systems of higher education in the region. The criteria include length of study, content of studies, and admission requirements. Reports about the application of ISCED at the national level indicate that ISCED principles and criteria have gained greater recognition and adaptations have been made in applying ISCED according to national needs. Experiences of international organizations in applying ISCED by its member states are also reported. Problems in application of the ISCED include: criteria for distinguishing between levels 5, 6, and 7 of higher education; questions about certain distinctions in terms of fields of study proposed by ISCED; the fact that distinguishing between adult higher education and traditional higher education is becoming increasingly artificial; and the fact that national education systems have diversified considerably since the publication of ISCED. Appendices include a list of experts who attended the meeting and the meeting agenda. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Limited Distribution

ED-87/CONF.007/4
Bucharest, May 1987
Original: English

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

EXPERTS' CONSULTATION ON THE APPLICATION OF THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION TO PROGRAMMES OF EDUCATION AT THE THIRD LEVEL IN COUNTRIES OF THE EUROPE REGION

(Bucharest, 11 - 13 May 1987)

RECORD

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
European Center for Higher Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED286406

HE 020 661

I. INTRODUCTION

1. The Consultation was convened following the recommendation of the 13th Session of the Advisory Committee of the European Centre for Higher Education (CEPES) (October 1986), and in accordance with the provisions of the Programme and Budget of Unesco for 1986-1987 (Doc. 23 C/5, para. 05507), as approved by the General Conference of Unesco at its 23rd session (Sofia, 1985). Organized jointly by CEPES and the Unesco Office of Statistics, the Consultation was held at CEPES headquarters, in Bucharest, from 11 to 13 May 1987.

2. The Consultation brought together experts from various countries in the Europe Region, who were invited in their private capacities, as well as observers from: the Organization for Economic Co-operation and Development, and the Statistical Office of the European Communities, the International Association of Universities, the Council of Spanish Universities, and the Academy of Economic Studies of Bucharest (see Annex I - List of Participants). A number of documents were prepared for the meeting by Unesco and by the participants themselves. The List of Documents is given in Annex II.

3. Mr. D. Chitoran, Director a.i. of CEPES, welcomed the participants and expressed particular thanks to the invited experts for having prepared substantial written contributions of high quality for the meeting. He extended warm thanks to the representatives of the inter-governmental and the non-governmental organizations represented at the meeting. This participation, he pointed out, is a reflection of the usefulness of the work done by Unesco in the field of higher education statistics as well as of the need to coordinate efforts and avoid duplication of work. He expressed confidence in the prospects of a fruitful debate on a topic of great importance for deepening the knowledge of and facilitating the comparability of national systems of higher education in the Europe Region as a prerequisite for the promotion of regional and international co-operation in this field.

4. Professor A. Puiu, Rector of the Academy of Economic Studies of Bucharest, welcomed the participants on behalf of the Ministry of Education and Instruction of the Socialist Republic of Romania and expressed the interest of the Romanian higher education authorities in its debates. He reiterated the constant support of the Romanian government for the activities of Unesco in general, and of CEPES in particular, and wished full success to the proceedings of the meeting.

BEST COPY AVAILABLE

5. Mr. E. A. Fisher, Representative of the Unesco Office of Statistics, outlined the main aims of the Consultation from the point of view of Unesco. He invited the participants to a very open discussion of the various aspects involved in the application of the International Standard Classification of Education and emphasized the importance of the conclusions to be drawn by this meeting for the forthcoming meeting on Educational Statistics to be organized jointly by Unesco and the Economic Commission for Europe (ECE).

6. The participants elected Mr. R.H.M. Smulders (The Netherlands) as Chairman of the meeting, and Mrs. A. Burkhardt (GDR) as Vice-Chairman. In order to involve as many participants as possible in drafting the Record of the Consultation, the decision was taken that responsibility for reporting on the various items of the Agenda be shared among several participants who would cover the various sessions of the meeting.

7. The Agenda and Timetable of the Consultation, as approved by the participants, are presented in Annex III.

II. REVIEW OF THE APPLICATION OF ISCED TO PROGRAMMES OF EDUCATION AT THE THIRD LEVEL IN COUNTRIES OF THE EUROPE REGION

Information Contained in National Reports

8. The written reports sent in advance by the participants as well as the contributions made orally during the meeting on the application of ISCED at the national level are be summarized as follows:

(i) The basic principles and criteria of ISCED have increasingly gained recognition and important progress has been made in their application for the collection of statistical data on education in the Member States of the Europe Region. However, adaptations have had to be made according to national needs, particularly in relation to programmes of education at the third level.

(ii) ISCED is mainly used for statistics describing the core of educational systems. Its application in the field of further (continuing or adult) education is at an initial stage and still causes problems that need to be resolved in order to arrive at uniform interpretations.

(iii) The national education systems, particularly at the third level, have experienced a rapid change and diversification since the introduction of ISCED in the 1970's. This diversification, involving institutional structures, programmes of study, and contents of curricula was a reaction to the increasing demand for higher education. One of the results of these developments from the statistical point of view is that, in terms of ISCED levels, former level 5 education programmes were often integrated into level 6. When classifying institutions and programmes according to ISCED levels 5 and 6, two main criteria were used: the duration of courses and the scientific content and intellectual level of programmes. The latter criterion led several Member States to integrate courses with a 3 year duration into level 6, contrary to the guidelines of ISCED, in which a minimum duration of 4 years is foreseen.

(iv) As far as enrolment figures are concerned, ISCED level 7 can be identified only if corresponding files are available in the administrative offices of the universities. Otherwise enrolment statistics cover levels 6 and 7 indiscriminately. Only the data concerning graduates can be subdivided according to the two levels.

(v) Some Member States also use ISCED criteria in their studies of manpower demand even though ISCED fields of study often cannot be immediately linked to specific occupations.

Experience of International Organizations

9. (i) Unesco, EEC, and OECD have introduced a common questionnaire based on ISCED. This was appreciated by the participants as an important proof of the value of international co-operation as a means of saving both time and effort. They are nevertheless aware of the limited comparability of the figures provided by the Member States as they must convert their national results according to the common questionnaire in the best possible manner.

(ii) Educational statistics in the EEC member countries, while based on the common questionnaire, are also used to pursue the following aims of the Community:

- increased international professional mobility between people in the Community Member States, an objective which requires the recognition of qualifications;

- the provision of a minimum vocational education and training for the unskilled workers in the Community so that they can obtain better employment. An experimental framework for statistics of vocational education and training has been developed within this context through use of the basic definitions of ISCED;

(iii) The experience gained by OECD as a result of the application of ISCED by its Member States has allowed the identification of the following problems:

- the fact that universities can grant non-university diplomas and non-university institutions can grant university diplomas has caused some confusion;

- more generally, there is no common opinion as to what a university diploma really is.

(iv) The Council of Europe, through its Standing Conference on University Problems (CC-PU), has conducted a study on the involvement of higher education institutions in programmes of adult and continuing education. Although this organization was not represented at the meeting, its Division for Higher Education and Research sent copies of a document for distribution at the Consultation, which presents the preliminary results of this study, including some basic statistical data.

(v) The activities of Unesco in encouraging Member States to adopt ISCED and in assisting them in the collection, processing, and dissemination of statistical data on educational systems have taken a wide variety of forms:

- national handbooks for the application of ISCED have already been prepared for an important number of countries;

- assistance to Member States in applying ISCED when conducting national censuses on educational questions;

- non-statistical applications of ISCED, by using its criteria of classification as descriptors;

- a survey on adult education, based on ISCED, conducted recently in all its Member States.

III. IDENTIFICATION OF PROBLEMS ENCOUNTERED BY MEMBER STATES IN THE APPLICATION OF ISCED TO STATISTICS ON HIGHER EDUCATION

(a) Findings of the CEPES study on the Comparability of Data

10. Mr. Burloiu presented a brief resume of his study on the 'Comparability of Statistical Data on Higher Education Systems' (Doc. ED-87/CONF.007/3), and stressed, in particular, problems linked to the criteria adopted for the classification of different levels of education, such as length of study, content of studies and admission requirements. He maintained that, in order for a given stage of education to qualify for the third level, a minimum length of study should be required. He also asserted that postsecondary courses which merely prepare students for access to certain forms of higher education (e.g. 'classes preparatoires' in France) should not be counted under level 5. Both levels 5 and 7 should be reviewed with the aim of eliminating atypical forms of education which increase, in an inconsistent manner, the number of students reported under these categories. They should better be included under separate statistical headings, for example, under 'Adult Education'. After a discussion aimed at clarifying the role and function of the 'classes preparatoires' in the French system, Mr. Burloiu suggested that the main criterion for level 5 should stipulate that such studies lead to a degree.

11. A number of suggestions were made as to ways of clarifying the distinction between levels 5 and 6. One proposal was that a good criterion for level 6 might be a minimum length of study of 3 years, whereas studies lasting up to 2 years which lead to a professional qualification should be classed under level 5. A further suggestion made was that a proper understanding of the figures collected and presented under ISCED would be enhanced if information on student flows that are typical for a given national education system were also provided. In this context, it was pointed out that broad, flexible definitions are necessary in order to accommodate the variety of national systems in which, for example, level 5 programmes may last between 3 weeks and 3 years (cf. table on p.5 of Doc. ED-87/CONF.007/2).

12. A question raised was whether or not level 5 might not be appropriately defined as "any form of 'postsecondary' education below the level which is traditionally considered as 'higher' education". The participants recognized that the notion of 'university degree' as originally defined in the late 1960's and early 1970's, when ISCED was elaborated, has become misleading in view of the evolution of higher education since that time. Consequently, the question asked is to what extent it is still necessary to maintain the distinction between level 5 and level 6, between 'degree courses' and other forms of higher education.

13. The point was made that the relevance of criteria for the classification of data can only be determined in terms of what one wants to learn when analysing a given situation. Possible criteria were listed, such as the intensity of programmes, their duration, the fields of study covered, and the unequivocal advanced level, as is the case of the doctorate. It was stressed that necessary distinctions should be arrived at through the pertinent formulation of questions, not by the suppression of information as such because of difficulties encountered in its systematic classification.

14. This clarification was made with particular reference to the suggestion made on page 8 of doc. ED-87/CONF.007/3, that 'statistical data furnished should refer only to those groups of programmes which are sufficient for the comparisons to be made at this level'. The aim of this proposal is the avoidance of distortions by the deletion of very minor programmes at levels 5 and 7. Even though higher education institutions may be involved with such programmes which may include large numbers of persons, they should be counted under other statistical categories such as 'adult education'.

15. Further clarification was considered necessary with regard to points (a) and (b) of the final suggestions contained in the same document ED-87/CONF.007/3, (p.8). The participants recommended that the Unesco Office of Statistics look into possible modalities of practical implementation in co-operation with the national statistical offices.

(b) <u>The classification of data according to ISCED levels 5, 6, and 7</u>

16. The discussions under this heading again focused on the objectives to be pursued and the criteria to be used for distinguishing between levels 5, 6 and 7 of higher education. The interests both of the users of this statistical data and of those who provide it or who want to justify it with regard to political and policy considerations at national and international levels have to be taken into consideration. Whereas some participants questioned the usefulness of some of the distinctions in ISCED between levels 5, 6, and 7, others thought that these established standards should be maintained, the formulation of any new criteria being certain to create the same types of problems. All the participants stressed the necessity of adapting the existing instrument in a flexible manner to the continuing diversification of higher education as to types of institutions, varieties of programmes, and categories of students, the prime objective being increased uniformity in the interpretation of the standards adopted under ISCED.

17. As an example, the Spanish expert specified that the figures concerning her country contained in the table on page 10 of Working Document ED-87/CONF.007/2 had been provided on the basis of an interpretation of the ISCED criteria in the light of a particularity of the latest reform of Spanish higher education which had led to the introduction of an additional, intermediary higher education degree. The correct percentage of enrolment in category 6 should have read: 96.5% (rather than 27.9%) and that for category 7, 2.9% (rather than 71.5%). Further obvious discrepancies and striking inconsistencies, as reflected in the same table, were pointed out. The feeling was expressed that the objective of the present Consultation should be precisely to find ways of avoiding interpretation problems of this sort as they run the risk of rendering statistical information unreliable for the international comparison of national realities.

18. Following this general discussion, Mr. Burloiu submitted a written proposal underlining both the necessity of using ISCED for the centralization of statistical data and of ameliorating its methodology in

order to avoid anomalies and confusion with regard to categories 5, 6, and 7. He further proposed to distinguish at each level those additional short programmes which were not meant to lead to qualifications beyond that particular level but rather to complete or to refresh the original training. For such programmes, subcategorization (5A, 6A, and 7A) could be used. The same principle could be applied to post-secondary courses that do not lead to any degree but prepare one for admission to higher education. The designation 3A could be applied to such a category. Mr. Burloiu further suggested that separate statistics, if any, related to 'adult education' should not include those older students who follow regular study programmes on a part-time basis or through distance education.

19. Some discussion was devoted to the feasibility and the desirability of a distinction between categories 6 and 7. The problem was illustrated with reference to the case of medical doctors who in some countries are classified under category 6 and in others, under category 7, because in some cases the formal organization of stages of studies is taken into consideration while in others, only the acquired qualification, irrespective of the structure of the programme. This discrepancy between relatively homogeneous concepts as to the competencies and qualifications required for certain categories of professions and different "arbitrary" practices within national systems relative to the organization of studies and the granting of degrees at various stages leading up to the required qualification was identified as a major problem in assuring the comparability of available statistical data.

20. The concept of comparability was further differentiated, and related difficulties were pointed out relative to comparisons in terms of numbers of students, and to the designation of degrees as 'intermediary'. In the case of the French system, the relation between the DEUG, the 'licence' and the 'maitrise' was cited as was also the distinction in the Spanish system between a first and a second cycle at level 6. The consequences for ISCED of such distinctions were considered. If, in addition, the scientific quality and the intensity of a given programme should be decisive criteria for the classification of levels of higher education, the question raised was that of who should decide in cases of doubt: the national authority or an international body?

21. One participant underlined the fact that the value of given degrees on the labour market did not necessarily correspond to the length of time required in order to earn them. Attention was further drawn to the variety of 'higher education level' training programmes offered outside higher education institutions, particularly in industry. The suggestion was made that the distinction between university and non-university education be made in terms of codes other than level codes.

22. A further proposal was made not to use level 5 for corrections with regard to level 6 but to adopt a 'channel-approach'. Thus, if an entering channel were designed to lead eventually to a first university degree, it would always be classified under category 6. Only when a channel did not lead to such a degree would level 5 apply.

23. Reference was made to another endeavour, namely to international co-operation related to the recognition of studies and diplomas, in which the comparison and the comparability of national higher education systems, particularly of stages and levels of studies, is of particular importance. In this case, emphasis is shifting away from a formalistic, quantitative evaluation of 'equivalences' of certain study programmes, towards an assessment of acquired competences and qualifications. This approach appeared to be consistent with some of the problems raised in Section 2.3 and Section 3 of Working Document ED-87/CONF.007/2.

24. At this point, mention was made of the function discharged by CEPES as the Secretariat of the Regional Committee for the Application of the Unesco Convention on the Recognition of Studies, Diplomas, and Degrees concerning Higher Education in the States belonging to the Europe Region. This activity requires, among other things, the elaboration of valid and reliable criteria for the making of comparisons across national systems of higher education with regard to stages of study and qualifications obtained. The elaboration of any new standards or categories that would have a bearing on the classification of types of study is directly linked to the manner in which such levels and types of study can be compared from one country to another.

(c) The classification of data according to field of study

25. Referring to the tables presented on pages 11 and 12 of Working Document ED-87/CONF.007/2, the representative of the Office of Statistics raised the question whether certain distinctions in terms of fields proposed by ISCED (in particular, fields 42 and 46) were still useful. One of the participants remarked that given the assumption that level 5 is not a level of 'higher education', some of the fields included in it seemed to be overly academic when compared with the occupations to which they lead. The participant went on to suggest that it is easier to present student figures according to the International Standard Classification of Occupations (ISCO) rather than according to ISCED, the former giving rise to a different type of informational profile than that to which the latter gives rise. Another participant stressed the fact that fields needed to be defined independently of levels, a distinction also important with regard to non-formal education. The representative of the Office of Statistics reminded the participants that ISCED is based on a mixed approach, the historical development of higher education having made a certain arbitrariness unavoidable in the search for compromises between the academic orientation and the work orientation.

(d) Adult education statistics

26. The discussion of this point led to the recognition that as the average age of the student population was increasing, the distinction between 'adult higher education' and traditional higher education was becoming increasingly artificial. The participants generally felt that the age criterion as it is related to adult education programmes is, generally, less relevant for ISCED levels 5, 6, and 7 than for other levels. Also, they recognized that it is becoming increasingly difficult to distinguish which of the highly diversified programmes demanded by the economy can be considered as 'regular' and which, as 'less regular'. Agreement was reached that higher education statistics should be designed in such a way as to reflect this increasing diversification and to provide pertinent information on given national higher education systems in terms of all their relevant aspects and of all their significant categories of users.

27. Recognizing the unsuitability of the label, "adult education", within the context of third level education, the suggestion was made that alternative labels such as "non-traditional education", "lifelong education", "education permanente", "short programmes", "continuing programmes", "distance education", "open universities" and "upgrading programmes" could be more profitably used. Another proposal referred to the production of statistics on non-compulsory education, enrolments in terms of age, and non-formal education aimed at giving users the option of selecting the data which correspond to their own particular conceptions of adult education.

28. The participants were somewhat divided with regard to the question of the collection of data on upgrading programmes (some of which are offered outside higher education institutions as well). The feeling on one hand was that statistics on such programmes should be collected, because such programmes are becoming so common that they should not be ignored statistically. On the other hand, the point was made that they should not be confused with regular tertiary level programmes. One participant suggested that data on the upgrading of programmes were best obtained through a sample survey of institutions.

(e) The ISCED documentation: alternative ways of presentation

29. One participant pointed out that the ISCED document was, in certain instances, needlessly repetitious in its descriptions of programmes, and could be considerably reduced in length and complexity if these repetitions were deleted. Another participant suggested that the wider application of ISCED would be simplified if fewer programme groups were included and less detail given in programme descriptions.

30. Another suggested approach was the testing of the relevance of definitions by submitting them along with the corresponding data reported by Member States to Unesco for comment to persons working in the area of international mobility in higher education.

31. An example of the positive results obtained through such an approach, is offered by the national classification of education in the Netherlands, a country which does not provide definitions for each combination of level and field, but for each level and each field separately, thus increasing the flexibility of classification, and preserving its validity over a longer period.

32. Professor Burloiu reported that in his study of the English and French language versions of ISCED, he had noted several linguistic discrepancies which need to be be corrected when ISCED is revised and new publications issued.

(f) Other problems

33. Under this heading, one problem raised at the Consultation referred to the relevance of ISCED level 9 programmes for certain types of adult education. The representative of the Office of Statistics explained the reasons for introducing this category. The participants generally agreed, however, that level 9 has less relevance for higher education programmes, which tend to be accommodated at any of the levels 5, 6, or 7.

34. Many problems encountered in the application of ISCED which can, and often do, lead to different interpretations are of a terminological nature:

- the distinction between university/non-university types of institutions is interpreted in some countries in terms of institutional rank (i.e. university type institutions are ranked higher on the grounds that they award all academic degrees), while in other countries, in which many branches of study have split away from the universities in order to form separate higher education institutions which award all university degrees and therefore have the same rank, the distinction is made only in terms of the content of

studies. Some participants considered that it might be advisable to avoid using the term university and to replace it with the more general term, higher education institution;

- the distinction between full-time/part-time courses on the one hand and full-time/short-time courses on the other is another terminological source of confusion in the application of ISCED.

35. CEPES is currently completing a study entitled Higher Education Terminology in the Europe Region, the intention of which is to provide a better understanding of the specific terms and concepts used in the various national systems of higher education in the Region, and to facilitate the establishment of cross-national references. Thus the terms, such as they appear in national statistics transmitted to Unesco, will be better understood than in the past. Other activities of CEPES, such as its series of monographs on national systems of higher education, and more particularly, its series of periodic statistical studies on the development of higher education in the Europe Region, were considered to be directly relevant to the improvement of the application of ISCED.

IV. CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS FOR THE ADOPTION OF COMMON APPROACHES AND OF CHANGES IN ISCED THAT MIGHT FACILITATE ITS APPLICATION TO HIGHER EDUCATION STATISTICS

36. The participants acknowledged that the preparation and publication of ISCED had been a major step towards the presentation of comparable statistics for the countries of the Europe Region. They also acknowledged that the measures adopted by Unesco for the preparation of a number of national guidelines for its application have made an important contribution to its uniform interpretation. However, despite the efforts that have been made, a number of anomalies and inconsistencies in the data presented at the international level remain. These spring mainly from difficulties in the interpretation of figures on national systems which are presented in ways which differ from the model prescribed by ISCED but also, partly, from a lack of common understanding of some of the terminology employed. A further source of problems comes from the fact that national education systems have evolved and have diversified considerably since the publication of ISCED. This process is expected to continue in the future.

37. The largest area in which comparability is very difficult to establish is the distinction between levels 5, 6, and 7 of ISCED, with level 6 at the core. Several participants favoured the view that given the considerable diversity in the lengths of level 6 courses, more emphasis should be placed on the conditions of entry and the qualifications obtained at the end of given courses than on their duration. The conditions of entry do not seem to pose many problems. However, recognition must be given to the fact that entry requirements can be waived in certain cases. Most participants felt that the definition of level 6 as being that at which "a first university degree" is obtained leads to inconsistencies. Recognizing that what is being referred to here is actually the terminal academic qualification for most of the students who obtain it, the participants suggested that consideration be given to the re-definition of level 6 as the course leading to the qualification giving access to level 7. The precise formulation of this condition needs further consideration. Any higher education course not leading to such a qualification would then fall under level 5, for which the entry conditions would be similar.

38. Having recommended that less emphasis be placed on the duration of courses at level 6, most participants expressed the view that 4 years full-time (or an equivalent number of years part-time) should continue to be regarded as normal, with a minimum of 3 years in exceptional cases.

39. With regard to level 7, the participants generally agreed that completion of level 6 should be the basic condition for entry, with the possibility of its being waived in certain circumstances. The participants further recommended that a possible subdivision of ISCED level 7 be introduced so as to distinguish between:

a) post-graduate studies of the course-work type which may also include original work or, in certain cases (e.g. medicine) an element of professional application, and

b) independent research leading to the doctorate.

40. Most of the participants considered that level 5 should continue primarily to be used with reference to studies of a technical, professional or vocational type. A problem, however, exists with regard to intermediate qualifications in level 6. Most participants felt that these qualifications, if important as professional qualifications, should be recognized as level 5 qualifications. Otherwise they should be disregarded in the statistics. Most of the participants also considered that the students concerned should be counted in level 6. Further consideration of this point is required.

41. Attention was drawn to the fact that the titles of degrees in some fields may give a misleading indication of their levels according to ISCED. Examples quoted were the 'maitrise' in France and the degree of 'Doctor of Medicine', as used in several countries.

42. Several participants felt that a level which is below higher education as currently understood, but more advanced than normal secondary education (ISCED level 3), is needed. Such a level would cater to post-secondary vocational training, usually of 1 or 2 years of full-time duration or the equivalent, part-time. At present, such training is often counted in level 5, even though its characteristics do not conform to those of the mainstream versions. The precise definition of this level and its structure need to be the objects of further study.

43. Reference has been made earlier in this report to the unsuitability of the term, "Adult Education". At the levels with which we are concerned, it might be replaced by "Lifelong Higher Education" or something similar. Such education can be considered to be of two kinds:

a) higher education for people who, for whatever reason, do not pursue it at a younger age, and

b) advancement or updating of professional knowledge, usually by short courses which may range from 1 week to 1 year in duration.

The participants generally felt that there was no need to identify such education separately in ISCED, even though mention of it in any future revisions would be desirable. These forms of higher education could be distinguished separately in the statistics, possibly designated as 5A, 6A, and 7A for short courses at the respective levels, and 5B, and 6B for longer courses leading to the normal qualifications earned at these levels. As for level 7, the prevailing view was that there was probably no need to distinguish late participation in this level separately.

44. The participants strongly recommended that Unesco should pursue its efforts to assist Member States in the application of ISCED through the development of national ISCED handbooks which provide national authorities with an opportunity to study the proposed ISCED criteria very carefully and to clarify possible differences as to terminological concepts. It was furthermore suggested that apart from the presentation of statistical data in the Unesco Yearbook, specific statistical studies related to higher education, like the CEPES studies, should be undertaken which would provide more in-depth analyses of the collected data. They should also draw on non-statistical comparative higher education studies, particularly on those undertaken in support of the application of the Unesco Conventions on the recognition of studies, diplomas and degrees.

45. The following recommendations were made with regard to assisting the work required for improving the comparability of statistical data based on ISCED:

a) The participants recommended that a survey of all Member States in the Region should be carried out to ascertain: (i) the extent to which they are currently applying ISCED to the statistics forwarded to Unesco; (ii) the specific correspondences established between their national systems of education and the categories and levels of ISCED; (iii) their reactions to the suggestions made at this meeting.

b) The forthcoming Statistical Study of Higher Education and University Research in Europe covering the period 1980-1985, which is currently being elaborated by CEPES could offer a good opportunity to test the applicability of some of the suggestions and recommendations made at the meeting for increasing uniformity in the interpretation of ISCED criteria. The participants therefore recommended that CEPES, and the authors of the envisaged study, should bear this in mind when they elaborate the study, in close co-operation with the Office of Statistics of Unesco.

c) On the basis of the positive results of the collaborative efforts of Unesco, OECD and EEC in the field of educational statistics through the use of a common questionnaire, the Council of Mutual Economic Assistance (CMEA) should be invited to consider collecting statistical data by means of a similar questionnaire with Unesco, all the more so since CMEA Member States make uses of ISCED.

46. The participants were unanimous in appreciating the usefulness and the fruitful outcome of the Consultation and expressed their thanks to the Statistical Office of Unesco and to CEPES for having organized it. They were of the opinion that the deliberations of the Consultation, although focused on Higher Education in the Europe Region, should be communicated to the appropriate bodies not only of all the countries in the Region, but also to those in the other Regions of the world as well. Moreover, the increased involvement of experts in educational statistics and of representatives of higher education institutions, authorities and organizations such as the International Association of Universities and its International Bureau of Universities in the examination of the application of ISCED world-wide was considered important for developing unitary criteria of interpretation and for increasing the comparability of statistical data.

LIST OF PARTICIPANTS

a) Experts on higher education statistics invited in their private capacity:

Dr. Anke Burkhardt (Mrs.)
Scientific Assistant
Central Institute for Higher Education
Aristotelessteig 4
Berlin 1157
German Democratic Republic

Professor Petre Burloiu
Academy of Economic Studies
6, Piaţa Romană
Bucharest
Romania

Assistant Professor Andrzej Buttler
Research Institute for Science Policy,
Technological Progress and Higher
Education
ul. Nowy Swiat 69
Warsaw 00-046
Poland

Sra. Isabel Muñoz
Jefe del Servicio de Estadisticas de la
Ensenanza, Cultura e Investigacion
Instituto Nacional de Estadistica
Paseo de la Castellana 183
28046 Madrid
Spain

Mr. Walter Schwab
Head of Sub-Division
for Education and Culture
Statistisches Bundesamt
Gustav-Stresemann-Ring 11
D-6200 Wiesbaden
Federal Republic of Germany

Mr. René H.M. Smulders
Head of the Division of Statistics
on Education and Sciences
Netherlands Central Bureau of
Statistics
Prinses Beatrixlaan 428, P.O.B. 959
2270 AZ Voorburg
The Netherlands

b) Observers:

Mr. Franz Eberhard
Secretary General
International Association of
Universities
1 rue Miollis, 75732 Paris, France

Mme. Monique Solliliage
Administrator
Education and Training Division
O.E.C.D.
2 rue André Pascal
75016 Paris, France

Mr. Roy L. Walker
Principal Administrator
Statistical Office of the
European Communities
Bâtiment Jean Monnet, Kirchberg
Luxembourg

Mr. Juan Ariño-Ortiz
Director del Programa de Reforma de
Ensenanzas
Consejo de Universidades
Ciudad Universitaria, S/N
Madrid 28040, Spain

Professor Teodor Baron
Pro-Rector
Academy of Economic Studies
6, Piaţa Romană, Bucharest
Romania

Professor Valentin Nicolae
Academy of Economic Studies
6, Piaţa Romană, Bucharest
Romania

c) UNESCO Secretariat

Mr. D. Chiţoran
Director a.i.
CEPES
39, Ştirbei Vodă Str., Bucharest
Romania

Mr. E. Fisher
Programme Specialist
UNESCO, ED/STE
7 Place de Fontenoy, Paris 75700
France

Mr. W. Vollmann
Programme Specialist
CEPES
39, Ştirbei Vodă Str., Bucharest (ROMANIA)

Annex II

UNITED NATIONS EDUCATIONAL, CULTURAL AND SCIENTIFIC ORGANIZATION

EXPERTS' CONSULTATION ON THE APPLICATION OF THE
INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION
TO PROGRAMMES OF EDUCATION AT THE THIRD LEVEL
IN COUNTRIES OF THE EUROPE REGION

(Bucharest, 11- 13 May 1987)

LIST OF DOCUMENTS

1. Application of ISCED to Programmes of Education at the Third Level in Countries of the Europe Region - Unesco, Division of Statistics of Education, Office of Statistics (Doc. ED-87/CONF.007/2)

2. Comparability of Statistical Data on Higher Education Systems - P. Burloiu (Romania) (Doc. ED-87/CONF.007/3)

3. Statement on the CEPES Study "Application of ISCED to Programmes of Education at the Third Level in Countries of the Europe Region" - A. Burkhardt (GDR)

4. Problems for the Application of ISCED to Higher Level Studies in Spain - I. Muñoz (Spain)

5. Experiences in the Application of the International Standard Classification of Education (ISCED) at the Third Level in the Federal Republic of Germany - W. Schwab (FRG)

6. Contribution to the Application of ISCED to Programmes of Education at the Third Level in Countries of the Europe Region - R.H.M. Smulders (The Netherlands)

7. A Framework for Statistics of Training for the Labour Market - R.L. Walker (Statistical Office of the European Communities)

8. Comments on the Problems of the Application of ISCED to Programmes of Education at the Third Level - E. Varga (Hungary)

9. Comments on Outline of CEPES Study "Higher Education and Research 1980-1985: a Statistical Study" - J. Wimberley (Council of Europe, Higher Education and Research Division) and "Involvement of Higher Education in Adult and Continuing Education" (Secretariat Memorandum prepared by the Directorate of Education, Culture and Sport

10. Application of ISCED to Programmes of Education at the Third Level in Countries of the Europe Region - J. Lamoure (France) Contribution received after the meeting .

Annex III

Limited Distribution

ED-87/CONF.007/1
Bucharest, May 1987
Original: English

UNITED NATIONS EDUCATIONAL, CULTURAL AND SCIENTIFIC ORGANIZATION

EXPERTS' CONSULTATION ON THE APPLICATION OF THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION TO PROGRAMMES OF EDUCATION AT THE THIRD LEVEL IN COUNTRIES OF THE EUROPE REGION

(Bucharest, 11- 13 May 1987)

AGENDA

1. Opening of the meeting; Election of the Rapporteur of the Consultation; Adoption of the Agenda.

2. Presentation of the aims of the Consultation.

3. Review of the Application of the International Standard Classification of Education (ISCED) to Programmes of Education at the Third Level in Countries of the Europe Region.

4. Identification of problems encountered by Member States in applying ISCED to statistics on higher education.

5. Suggestions for the adoption of common approaches in applying ISCED to programmes of education at the third level.

6. Elaboration of the suggestions and recommendations of the meeting for changes in ISCED that might facilitate its application to statistics in higher education.

Limited Distribution

ED-87/CONF.007/INF.2
Bucharest, May 1987
Original: English

UNITED NATIONS EDUCATIONAL, CULTURAL AND SCIENTIFIC ORGANIZATION

EXPERTS' CONSULTATION ON THE APPLICATION OF THE
INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION
TO PROGRAMMES OF EDUCATION AT THE THIRD LEVEL
IN COUNTRIES OF THE EUROPE REGION

(Bucharest, 11- 13 May 1987)

TIMETABLE

Monday, 11 May 1987

9:00 - 10:00	- Registration of participants at CEPES
10:00 - 10:30	- Item 1 of the Agenda: Opening of the Meeting; Election of the Rapporteur of the Consultation; Adoption of the Agenda.
10:30 - 11:00	- Break
11:00 - 12:30	- Item 2 of the Agenda: Presentation of the aims of the Consultation.
12:30 - 14:30	- Lunch break
14:30 - 16:00	- Item 3 of the Agenda: Review of the Application of the International Standard Classification of Education (ISCED) to Programmes of Education at the Third Level in Countries of the Europe Region. (a) national reports (b) EEC experience (c) OECD experience (d) Unesco experience
16:00 - 16:30	- Break
16:30 - 18:30	- Item 4 of the Agenda: Identification of problems encountered by Member States in applying ISCED to statistics on higher education. (a) Findings of the CEPES study on the comparability of data, elaborated by Professor P. Burloiu; (b) The classification of data according to ISCED levels 5, 6 and 7.
19:30	- Buffet Dinner

Tuesday, 12 May 1987

9:00 - 10:30	- Item 4 of the Agenda continued. (c) The classification of data according to field of study; (d) Adult education statistics.
10:30 - 11:00	- Break
11:30 - 12:30	- Item 4 of the Agenda continued. (e) The ISCED documentation: alternative ways of presentation; (f) Other problems.
12:30 - 15:00	- Lunch

15:00 - 16:30	- Item 5 of the Agenda: Suggestions for the adoption of common approaches in applying ISCED to programmes of education at the third level.
16:30 - 17:00	- Break
17:00 - 18:30	- Item 5 of the Agenda continued.

Wednesday, 13 May 1987

9:00 - 11:00	- Item 6 of the Agenda: Elaboration of the suggestions and recommendations of the meeting for changes in ISCED that might facilitate its application to statistics in higher education.
11:00 - 11:30	- Break
11:30 - 12:30	- Elaboration of the Final Report of the meeting.
12:30 - 14:30	- Lunch break
14:30 - 16:00	- Discussion and adoption of the Final Report.
16:30 - 18:00	- Discussion of Outline of Contents of the Statistical study: Higher Education and Research in Europe (1980-1985).